



Fairy Tale in Northern Zazaki - **Çeneka k ûl ûk surê** (*the Little Red Riding Hood*)

Language Documentation/ Field Method Final Project

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A. Raw text, glossing and translation

NO	Glossing & Translation	Notes
1	<p>Zemanan ê veridê ju gënekedê kûlûk surê bena.</p> <p>[zaman-ê verde ju tʃenək-ε de kuluk surə bəna] time-EZ old/before one daughter-INDF with.PREP hat red-OBL being.COP-PST.PROG-F.SG ‘Once upon a time, there is a girl with a red hat. (And everyone calls her Little Red Riding Hood.)’</p>	[zamanə] – time (Arabic loan word: a time/ a period)
2	<p>Rocê ma gënekê vënga gënekê dana.</p> <p>[rotʃə ma-a tʃenək-ə vënga tʃenək-ə dənə] One day mother-EZ daughter-OBL voice/noise daughter-DIR give.3SG.F.PROG ‘One day, the little girl’s mother speaks to the little girl.’</p>	[vënga..dəna] - give somebody a call/ call somebody
3	<p>Mayê: çenekamın bê nonê pirika to mı kerdo tûrûk çirê berê.</p> <p>[maç: tʃenək-a--mın be nonə pırk-a-to mın kerdo tuluk dzirə bərə] mother:daughter-ez-1SG.POSS come? bread/food-EZ grandma-ez-2SG 1SG.OBL make.3SG.M.basket take.IRR come.IRR ‘Mother said: Come my daughter. Take the bread I made in the basket to your grandma.’</p>	[tuluk] – a handmade goat hair basket
4	<p>Çeneka kûlûk surê sona noni dzena vëzina tever.</p> <p>[tʃenək-a kuluk surə sona noni dzena vëzina tēver] daughter-ez hat red-OBL go.3SG.F.PRES bread-OBL take.3SG.F.PRES go outside ‘Little Red Riding Hood takes the bread and goes out.’</p>	
5	<p>Çê pirika çenekê ortê bîridê beno.</p> <p>[tʃə-ə pırk-a tʃenək-ə ortə birt-ə bəno] House-EZ grandma-ez daughter-ez middle-EZ forest being.COP-PROG ‘Her grandma’s house is in the middle of the forest.’</p>	

- 6 Çeneka kûlûk surê Sona sona sona rayera raştê ju şuani bena.
 [tʃɛnɛk-a kuluk surɛ sona sona sona rae-ra raʃtɛ zu ʃuani bɛna]
 daughter-ez hat red-OBL go.3SG.F.PST*3 road-EZ-source run into one shepherd being.COP.PROG
 ‘Little Red Riding Hood keeps going on her own until she runs into a shepherd.’
- 7 Şuanê: çeneka kûlûk surê sona koti tî niya?
 [ʃuanɛ: tʃɛnɛk-a kuluk surɛ sona koti tɪ nija]
 Shepherd: daughter-EZ hat red-OBL go.2SG.F Where 2SG.A like this
 ‘Shepherd asks: “Where are you going little girl?”’
- 8 Ez sonanê çê pirikaxo. Maa mîn non poto seva pirka-mîn.
 [ɛz sonan-ɛ tʃɛ pirka-χo. ma-a-mîn non poto seva pɪrk-a-mîn]
 1SG.A go.1SG-EZ house grandma-POSS mother-ez-1SG bread cook.PST for grandma-ez-1SG
 ‘I am going to my grandma’s house. My mom made bread for my grandma.’
- 9 Şuanê: so feqet diket te vergi kê!
 [ʃuanɛ: so fɛqɛt dɪqɛt-ɛ vɛrg-i b(i)-kɛ]
 Shepherd: go.IMP but be careful-EZ wolf-OBL IRR-do.IMP
 ‘Shepherd: Keep going but be careful of the wolf!’
- 10 Siro ki çenekeu şuanê kesekenê verg goş nanor dina ser.
 [siro ki ʃuanɛ tʃɛnɛk-a kuluk surɛ qɛs-ɛ kɛn-ɛ, vɛrg goʃ-χo nan-o ser]
 When that shepherd daughter-EZ hat red-OBL conversation-INDF make-IPFV wolf ear-self put.PRES.M on
 ‘When Little Red Riding Hood and Shepherd are talking, the wolf eavesdrops on them.’
- 11 Verniya çeneka kûlûk surê sono pirika çeneka kûlûk surê veno kuno çira dayê
 [vernija tʃɛnɛk-a kuluk surɛ, sono pɪrka tʃɛnɛk-a kuluk surɛ wɛno kuno dʒɪl-a daɛ]
 Before daughter-EZ hat red-OBL go.PRES grandma daughter-EZ hat red-OBL eat.PRES.M go.PRES.M bed-EZ 3SG.POSS
 ‘The wolf eats the little girl’s grandma before she arrives, and (then) he goes into her grandma’s bed’

[raʃtɛ] - meet
 unexpectedly with
 someone/ run into
 (usually used in
 progressive storytelling)

12 Çenek êena verg qever êdana qevera, verg vano b ê zer ê Çenek êkuna zer ê
 [tʃenəkə ɛna verg tʃever-ɛ daŋ-a tʃever-ra, verg vano bə zərə, tʃenəkə kuna zərə]
 daughter-EZ enter.3SG.F wolf door-EZ knock door-PREP wolf say.3SG.M go/come inside daughter-EZ go.PRES.F inside
 ‘Little Red Riding Hood knocks the door before she is about to get in. The wolf says, “come in.” She (then) goes inside.’

13 Sona ki pirika daê xo serê cılê dera.
 [sona ki pirika daê xao sere dzil-ɛ-dəra]
 go.3SG.F that grandma 3SG.POSS.F already inside bed-OBL-in the(blanket)
 ‘When the little girl goes into her grandma’s house, the wolf is already in the bed.’

14 Kayd êpirikaxo kena qenek êfamn êkena go vergo.
 [qaidə pirka-xo kena tʃenəkə famn-ɛ kena go-a verg-o]
 look grandma- REFL do.3SG.F daughter-ez understand-EZ do.3SG.F know.PRES.3SG.F wolf-EZ
 ‘The little girl looks at her grandma but she does not know it is a wolf.’

15 Verg kinci pirka dayê dexora.
 [verg kindʒ-i pirka-a daê dəxo-ra]
 Wolf clothes/dress.OBL grandma-EZ 3SG.POSS wear.REFL
 ‘(Because) the wolf is dressed in her grandma’s clothes.’

16 Kaydê pirkaxo kena, vana ki, pirki, çimê to çira niya girsê?
 [qaidə pirka-xo kena, vana ki, pirki, tʃim-ɛ-to tʃila nija girsə]
 look grandma-REFL do say.3SG.F that grandma eye-PL-2SG.POSS why this big-3PL
 ‘She looks at her grandma’s eyes and asks, “why are your eyes so big?”’

17 Verg vano ki ez wanenanê ki to xa-rind bi-vinirê
 [verg vano ki ɛz wanenanê ki to xa-rind bi-vinirə]
 Wolf say.3SG.M that 1SG.A want that 2SG much better see-IRR
 ‘The wolf says, “I want to see you better.”’

Kaydê goşanê pirikaxo kena, vana, pirki goşe to çıra niya gırsê?

- 18 [qaidê gof-a-ne pirka-ço kena, vana, pirki gof-e-to tîla nija gırse]
Look ear.F.PL grandma-REFL do say grandma ear-PL-2SG.POSS why this big.3PL
‘She looks at her grandma’s ears and asks, “why are your ears so big?”’

Vano ki ez wazenanê ki to dıxarın bıheşniri.

- 19 [vano ki ez wazenanê ki to dıxa-rın bıheşnere]
Say.3SG.M that 1SG want to that 2SG much better listen/hear
‘The wolf says, “I want to hear you better.”’

Çeneka kûlûk surê Kaydê pınika vergi kena, vana, pirki pınika to çıra niya gırsa?

- 20 [tîenek-a kuluk sure qaidê piniqa vergi kena, vana pirki piniqa-to tîla nija gırsa]
daughter-EZ hat red-OBL look nose wolf do say.3SG.F grandma nose-2SG.POSS why this big.3SG.F
‘The little girl looks at her grandma’s nose and says, “grandma, why is your nose so big?”’

Vano ki ez wazenazê ki to rın bicirê.

- 21 [vano ki ez wazenanê ki bio to rın bi-dzir-e]
Say.3SG.M that 1SG want that smell? 2SG good take/get-1SG-SBJV
‘I want to smell you better.’

Pedo çeneka kûlûk surê kaydê feqê vergi kena.

- 22 [pedo tîenek-a kuluk sure qaidê feq-e verg-i kena]
After daughter-EZ hat red-OBL look mouth-EZ wolf do.3SG.F
‘Then the little girl looks at her grandma’s mouth’

Vana pirki mano feqê to çıra niya gırso?

- 23 [vana pirk-i mano fek-e to tîla nija gırso]
say.3SG.F grandma-EZ ‘uh’-discourse particle? Mouth-EZ 2SG.POSS why this big.3SG.M
‘She says, “grandma, but why is your mouth so big?”’

Verg vecina zer ê cilera pen ç kanoxo veceno, vano ki ez vazenan ê ki to buri.

- 24 [verg vɛgina zɛrɛ ɡilɛ-ra pɛntʃi qano-χo vɛdʒɛno, vano ki ɛz wazɛnanɛ ki to buri]
wolf go inside bed claws take out come out say.3SG.M that 1SG want that 2SG eat
‘The wolf comes out of the bed and takes out his claws. He says, “I want to eat you.”’

Çeneka k û l û k sur ê weno.

- 25 [tʃɛnɛk-a kʉlʉk surɛ wɛno]
daughter-ez hat red-OBL eat.3SG.M
‘The wolf (then) eats the little girl.’

Siro ki verg çeneka kûlûk surê weno, şuanê çevera vecino.

- 26 [siro ki verg tʃɛnɛk-a kʉlʉk surɛ wɛno, ʃuanɛ tʃɛvɛ-ra vɛdʒino]
When that wolf daughter-EZ hat red-OBL eat.3SG.M shepherd door-EZ take out.3SG.M(show up)
‘After the little girl is eaten, the shepherd goes into the door.’

Vergi kışeno zerê vergira çeneka kûlûk surê o pirka dayê veceno inê hestenora.

- 27 [verg-i kiʃɛno zɛrɛ vɛrɡi-ra tʃɛnɛk-a kʉlʉk surɛ u pirka daɛ
Wolf kill.3SG.PRES.M inside wolf-from inside daughter-ez hat red-OBL (and?) grandma 3SG.POSS
vɛdʒɛno inɛ χɛstɛn-o-ra]
take-out-from them rescue-PRES-3SG.M-
‘He kills the wolf and takes the little girl and her grandma out of the wolf and rescues them.’

Meser ê ki isqa der kedina.

- 28 [mesɛr-ɛ ki isqa dɛr qɛdin-a]
story that here on/from.PREP finish.PRES.3SG.F
‘The end.’

B. Analysis of the story

a. Story Introduction:

Once upon a time, there is a little girl with a round red hat and everyone calls her Little Red Riding Hood. One day, her mother makes some bread and asks the little girl to bring them to her grandma's house. Little Red Riding Hood then sets out to her grandma's house, which is in the middle of a forest. When she is walking on the road, she runs into a shepherd. He asks the little girl, "Where are you going?" Little Red Riding Hood answers, "I am going to my grandma's home. My mom made some bread for her." the shepherd then warns the little girl, "keep going but be careful with the wolf!" But what they don't know is that the wolf is eavesdropping on them while they are talking. Having learned where she is going, the wolf then goes to the little girl's grandma's house and eats her grandma before she arrives. The wolf wears her grandma's clothes and waits for the little girl in bed. Little Red Riding Hood arrives and "grandma" lets her in. She looks at her "grandma" unaware of the fact that it is a wolf. The girl naively asks the wolf, "Why are your eyes so big?" The wolf answers, "I want to see you better." The little girl keeps asking, "Why are your ears so big?" "I want to hear you better." "Why is your nose so big?" "I want to smell you better." "Then why is your mouth so big?" The wolf finally jumps out of bed and takes out his claws, saying, "I want to eat you." He then eats the little girl. After that, the shepherd goes into the house, takes the little girl and her grandma out of the wolf's body and rescues them. Story ends.

b. Cultural elements

There are many versions of the story Little Red Riding Hood. The story here in context is the closest to the Grimm's version. Shepherd as one of the figures in the story, is a different role from other versions. The most widespread versions have characters include hunter (Grimm and traditional German version) and woodcutter (French version). Therefore, I would suppose that the appearance of shepherd here is possibly related to the cultural environment of the Zazaki community, where shepherd is more close to the local culture than woodcutter or hunter in a

mountain area without rich forests. As other versions of the Little Red Riding Hood, this story warns children about the dangers, and shows that fact evils will be punished.

c. Language Analysis

In this section, I am trying to make a language analysis not from a grammatical perspective, but more from the angle of storytelling in Northern Zazaki language, hoping to find some rules and frequent expressions in narratives.

- Tense/Tone:

The whole story is in present tense with a progressive tone. So we can predict that it is a typical tone for storytelling. We can also find other elements in storytelling like the phrase “once upon a time”, which is “Zemanane veride...beno/bena” in Zazaki. Another expression typically used at the beginning of a story is “Beno, nêbeno, ju ...beno”

Once upon a time, there is a...						
Zemanane veride...beno/bena				Beno, nêbeno, ju ...beno/bena		
zamanê	verde	zu ...	beno/bena	b-en-o	nê-b-en-o	zu...beno/bena
time-EZ	before	one...being.COP-PST.PROG-SG		be-PRES-3SG	NEG-be-PRES-3SG	Gone...being.COP-PST.PROG-SG

- Expression:

In documenting the story, it can be found that many actions are vividly expressed with the combination of a noun and a verb.

Zazaki	Translation	Sentence No.
venga...dena/deno	give a noise: call somebody (in order to speak with)	2
goş nanor ser	put an ear on: eavesdrop	10
kayd ê...kena/keno	give a look: look at	14,16,18,20

- Modal word:

I have found some words in Zazaki that do not have specific meanings, but they serve as modal words to connect contexts or express certain emotions.

Words	Meaning	Example	Sentence No.
niya	(like) this – usually put in the middle or at the end of a sentence	1) Sona koti tı niya? – ‘Where are you going(like this)?’ 2) çımê to çıra niya gırsê? – ‘Why are your eyes so big (like this)?’	7,16,18,20,23
mano	“Uh...” – discourse particle	pirki mano feqê to çıra niya gırso? – ‘ grandma, uh.. why is your mouth so big?’	23

- Imperative Sentence:

Since the story is relatively short, I am only able to find one imperative sentence, which is used for warning with a strong mood.

So feket diket te vergi k ê! – ‘Keep going but be careful with the wolf!’	Sentence 9
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C. Postscript

I got this story from our language consultant Zere, who is a native northern Zazaki speaker and the biggest contributor to this project. It is a fantastic experience to document this lovely fairy tale. We were both very excited at first when we find out that the Little Red Riding Hood is a shared memory for our childhood although we came from two entirely different cultures. We spent many hours together discussing every sentence and word of this story. We have to refer to dictionary from time to time, because we communicate in English, which is a second

language for both of us, but we do enjoy the process. We are frustrated when we fail to find a perfect English word in translation. We laugh when I try to speak Zazaki as a pure beginner.

The fairy tale Çeneka K ûl ûk Sur ê in Zaza language can serve the Zazaki community as children's literature or articles in elementary Zazaki language textbooks in the future, to enrich the limited document in Zaza language. The story of Little Red Riding Hood in Zaza language is also a perfect tool to spread the language into a wider audience, because it can be more easily understood as a widespread fairy tale than other stories. By doing this project and taking part in Zazaki language documentation, I wish to help this language be exposed to more people, to raise the awareness of protecting indigenous languages and ultimately to promote the status of Zazaki in their community and also on a global scale.

Here again, I would like to express my gratitude to Zere, who gave me the opportunity to explore such a beautiful language, and to Professor Teresa O'Neil, Taha Wiheba and all my classmates in the Language Documentation and Fieldwork course in spring 2016, who gave me much help in finishing this project.